



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12161557
SAU: MSAD 22
School: George B Weatherbee School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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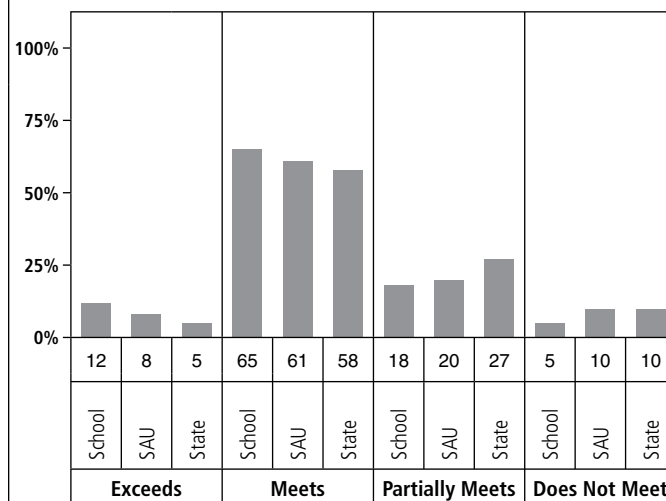
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: George B Weatherbee School

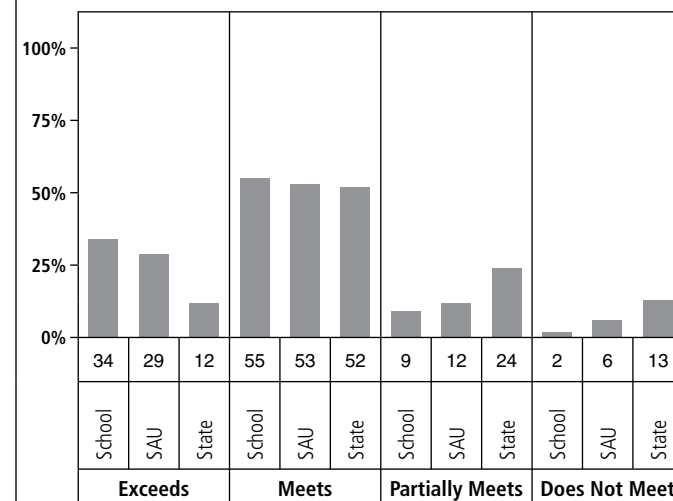
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	549	547	544
2006–2007	551	548	544
2007–2008	550	547	545
Cum. Avg. *	550	547	544
Mathematics			
2005–2006	551	549	543
2006–2007	552	550	546
2007–2008	556	553	546
Cum. Avg. *	553	551	545
ELA – Writing			
2005–2006			
2006–2007	544	542	541
2007–2008	541	540	538
Cum. Avg. *			

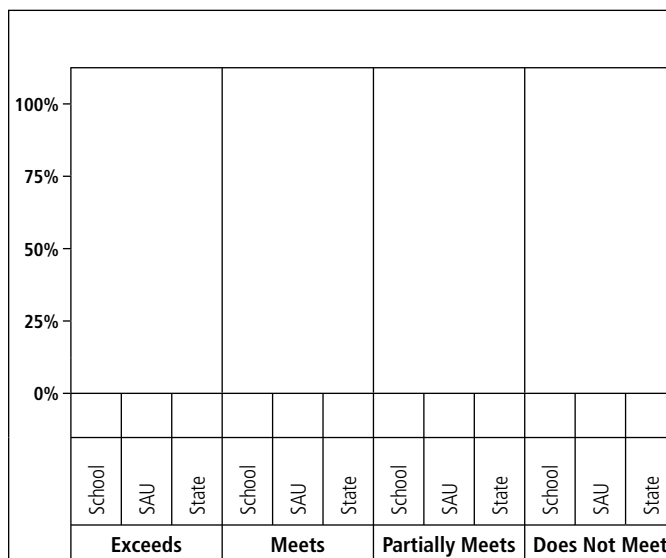
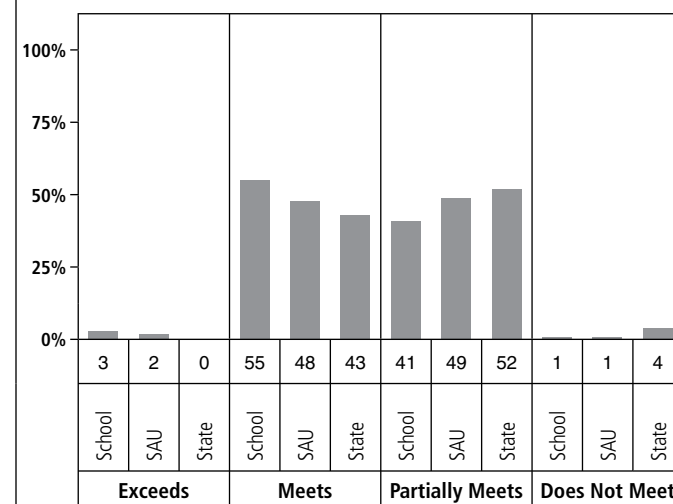
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	101	100	146	100	14240	100	101	100	146	100	14157	100	101	100	146	100	14156	100							101	100	146	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	1	1	118	1	0	0	1	100	118	100	0	0	1	100	118	100							0	0	1	100	118	100
Asian or Pacific Islander	1	1	2	1	201	1	1	100	2	100	199	99	1	100	2	100	199	99							1	100	2	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	100	99	143	98	13339	94	100	100	143	100	13274	100	100	100	143	100	13267	100							100	100	143	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	20	20	39	27	2555	18	20	100	39	100	2528	99	20	100	39	100	2526	99							20	100	39	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	12	12	33	23	5574	39	12	100	33	100	5528	99	12	100	33	100	5531	99							12	100	33	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	78	77	110	75	11042	78	78	77	110	75	11006	77							77	76	110	75	11127	78
Identified disability (PET/IEP)	5	6	11	10	396	4	5	6	11	10	404	4							5	6	12	11	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	1	1	3	3	134	1	1	1	3	3	133	1							0	0	2	2	136	1
Participation with accommodations	22	22	35	24	2974	21	22	22	35	24	3014	21							23	23	35	24	2845	20
Identified disability (PET/IEP)	14	64	27	77	1996	67	14	64	27	77	1986	66							14	61	26	74	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							1	4	1	3	74	3
Other	8	36	8	23	766	26	8	36	8	23	801	27							8	35	8	23	710	25
Participation through alternate assessment (PAAP)	1	1	1	1	136	1	1	1	1	1	136	1							1	1	1	1	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: George B Weatherbee School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	12	10	13	8	721	5
	2006-2007	17	16	20	12	702	5
	2007-2008	12	12	12	8	659	5
	Cum. Total*	41	12	45	9	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	85	70	114	66	7571	53
	2006-2007	68	63	97	59	7730	55
	2007-2008	65	65	89	61	8195	58
	Cum. Total*	218	66	300	62	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	23	19	34	20	4343	30
	2006-2007	19	18	40	24	4182	30
	2007-2008	18	18	29	20	3800	27
	Cum. Total*	60	18	103	21	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	2	2	11	6	1628	11
	2006-2007	4	4	8	5	1419	10
	2007-2008	5	5	15	10	1362	10
	Cum. Total*	11	3	34	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.8	68.3	30.6	63.8	29.2	60.8
Literary Text	24	50	16.9	70.4	15.7	65.4	15.0	62.5
Informational Text	24	50	15.9	66.3	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	100	12	12	65	65	18	18	5	5	550	145	8	61	20	10	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	1										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	99	12	12	64	65	18	18	5	5	549	142	8	61	20	11	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	6	32	8	42	5	26	540	38	0	29	39	32	538	2392	0	26	42	31	536
No	81	12	15	59	73	10	12	0	0	552	107	11	73	13	3	550	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	100	12	12	65	65	18	18	5	5	550	145	8	61	20	10	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	12	1	8	8	67	0	0	3	25	544	33	3	48	21	27	539	5454	2	48	35	15	541
No	88	11	13	57	65	18	20	2	2	550	112	10	65	20	5	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	100	12	12	65	65	18	18	5	5	550	145	8	61	20	10	547	14011	5	58	27	10	545
Gender																						
Female	39	6	15	26	67	5	13	2	5	550	56	11	64	16	9	548	6766	7	62	24	8	546
Male	61	6	10	39	64	13	21	3	5	549	89	7	60	22	11	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	10	50	40	531	1751	1	35	44	21	538
No	100	12	12	65	65	18	18	5	5	550	135	9	65	18	8	548	12265	5	62	25	8	546
Gifted/talented program																						
Yes	18	7	39	11	61	0	0	0	0	558	23	30	70	0	0	557	464	27	71	2	1	557
No	82	5	6	54	66	18	22	5	6	548	122	4	60	24	12	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	9 71 17 3	0 8 3 1	0 11 18 33	7 45 11 2	78 63 65 67	1 14 3 0	11 20 18 0	1 4 0 0	11 6 0 0	546 549 552 556	8 72 17 2	0 8 12 33	58 59 72 67	8 23 16 0	33 10 0 0	540 546 551 556	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	37 50 12 1	6 6 0 0	16 12 0 0	24 32 8 1	65 64 67 100	5 9 4 0	14 18 33 0	2 3 0 0	5 6 0 0	552 549 545 552	32 50 17 1	13 8 0 0	63 63 54 50	13 19 38 0	11 10 8 50	549 546 543 539	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	31 55 14 0	5 6 1 0	16 11 7 0	23 32 9 0	74 59 64 0	3 12 3 0	10 22 21 0	0 4 1 0	0 7 7 0	554 548 545 0	28 56 15 1	12 8 5 0	73 58 55 0	10 23 32 0	5 13 9 100	552 545 542 524	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 60 23	0 8 4	0 13 17	9 39 17	53 65 74	5 11 2	29 18 9	3 2 0	18 3 0	543 550 553	22 57 22	0 10 13	48 62 71	29 21 10	23 7 6	540 548 550	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 51 39	0 5 7	0 10 18	5 32 27	50 64 71	3 10 4	30 20 11	2 3 0	20 6 0	543 549 552	10 52 38	0 7 13	43 58 70	21 24 13	36 11 4	539 546 550	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	14 62 10 14	3 7 0 2	21 11 0 14	10 39 6 10	71 63 60 71	0 13 3 2	0 21 30 14	1 3 1 0	7 5 10 0	553 549 545 550	14 54 14 17	14 9 0 8	67 64 52 56	10 23 29 12	10 4 19 24	549 548 541 544	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	28 30 41	5 5 2	18 17 5	21 18 25	75 60 61	0 6 12	0 20 29	2 1 2	7 3 5	552 551 547	27 34 40	13 10 4	61 60 63	5 25 25	21 4 9	546 549 546	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	0 50 0 50	0 0 0 0	0 0 0 0	1 100 0 1	100 0 0 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	552 550 544 550	0 50 25 25	0 0 100 0	100 0 100 100	0 0 0 0	0 0 0 0	548 544 544 550						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: George B Weatherbee School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	24	20	33	19	1415	10
	2006-2007	25	23	32	20	1711	12
	2007-2008	34	34	42	29	1617	12
	Cum. Total*	83	25	107	22	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	73	59	94	54	6503	45
	2006-2007	57	53	85	52	6778	48
	2007-2008	55	55	77	53	7284	52
	Cum. Total*	185	56	256	53	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	20	16	34	20	3945	28
	2006-2007	19	18	35	21	3884	28
	2007-2008	9	9	18	12	3341	24
	Cum. Total*	48	15	87	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	5	12	7	2434	17
	2006-2007	6	6	11	7	1683	12
	2007-2008	2	2	8	6	1778	13
	Cum. Total*	14	4	31	6	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.3	75.3	10.6	70.7	9.0	60.0
Cluster 2: Shape and Size	14	29	9.4	67.1	8.7	62.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	10.2	72.9	9.7	69.3	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	100	34	34	55	55	9	9	2	2	556	145	29	53	12	6	553	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	1										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	99	34	34	54	55	9	9	2	2	557	142	30	52	13	6	553	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	19	3	16	12	63	2	11	2	11	549	38	13	47	21	18	544	2390	2	29	34	35	534
No	81	31	38	43	53	7	9	0	0	558	107	35	55	9	1	557	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	100	34	34	55	55	9	9	2	2	556	145	29	53	12	6	553	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	12	2	17	6	50	2	17	2	17	545	33	9	45	24	21	542	5461	5	46	30	19	541
No	88	32	36	49	56	7	8	0	0	558	112	35	55	9	1	557	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	100	34	34	55	55	9	9	2	2	556	145	29	53	12	6	553	14015	12	52	24	13	546
Gender																						
Female	39	12	31	22	56	4	10	1	3	555	56	29	50	13	9	552	6767	11	51	24	13	546
Male	61	22	36	33	54	5	8	1	2	557	89	29	55	12	3	554	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	30	50	20	536	1755	1	37	39	23	538
No	100	34	34	55	55	9	9	2	2	556	135	31	55	10	4	555	12265	13	54	22	11	547
Gifted/talented program																						
Yes	18	16	89	2	11	0	0	0	0	573	23	91	9	0	0	572	464	58	40	2	0	564
No	82	18	22	53	65	9	11	2	2	553	122	17	61	15	7	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: George B Weatherbee School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	1	11	7	78	1	11	0	0	550	8	8	67	8	17	544	5	6	39	29	25	539
B. less than one hour	71	23	32	39	55	7	10	2	3	566	72	25	55	14	6	552	66	12	52	24	12	546
C. one to two hours	17	7	41	9	53	1	6	0	0	559	17	48	44	8	0	559	26	12	55	23	11	547
D. more than two hours	3	3	100	0	0	0	0	0	0	573	2	100	0	0	0	573	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	22	50	20	45	2	5	0	0	563	43	38	50	10	2	558	38	16	56	19	8	549
B. They match some of what I have learned.	49	10	20	30	61	7	14	2	4	551	50	21	57	14	7	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	4	2	50	2	50	0	0	0	0	566	6	38	38	13	13	554	10	6	37	32	24	539
D. There is no match.	2	0	0	2	100	0	0	0	0	548	2	0	67	0	33	536	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	27	61	16	36	1	2	0	0	565	41	51	41	5	3	561	31	24	54	14	8	552
B. good	43	5	12	32	74	4	9	2	5	550	46	12	68	14	6	549	47	8	55	25	12	545
C. fair	12	2	17	6	50	4	33	0	0	550	10	20	47	27	7	549	19	2	43	35	20	539
D. poor	1	0	0	1	100	0	0	0	0	544	3	0	25	50	25	531	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	5	1	20	3	60	0	0	1	20	550	10	14	43	14	29	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	60	16	27	37	63	6	10	0	0	555	60	24	60	14	2	553	66	11	55	23	11	547
C. easier than my regular schoolwork	35	17	49	15	43	2	6	1	3	560	30	45	45	5	5	558	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	5	19	19	70	1	4	2	7	552	26	22	62	5	11	551	21	10	48	26	16	544
B. two or three days a week	44	17	39	25	57	2	5	0	0	559	47	29	54	12	4	554	36	13	54	23	10	547
C. two or three times each month	20	8	40	8	40	4	20	0	0	557	19	33	48	15	4	555	27	12	54	23	11	547
D. never or almost never	9	4	44	3	33	2	22	0	0	558	8	33	33	33	0	553	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	17	7	41	10	59	0	0	0	0	561	13	39	61	0	0	560	7	12	44	25	19	543
B. two or three days a week	46	12	26	28	61	5	11	1	2	555	45	26	60	12	2	554	30	13	53	23	11	547
C. two or three times each month	29	14	48	12	41	3	10	0	0	560	31	36	43	14	7	554	34	12	54	23	10	547
D. never or almost never	8	1	13	5	63	1	13	1	13	546	12	6	47	24	24	540	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	33	1	33	1	33	0	0	555	3	25	25	25	25	544	7	7	40	25	28	539
B. 30–45 minutes	6	3	50	2	33	1	17	0	0	564	5	43	43	14	0	563	31	7	49	29	15	543
C. 45–60 minutes	22	5	23	15	68	1	5	1	5	553	16	26	65	4	4	554	40	12	55	23	10	547
D. more than 60 minutes	69	25	36	37	54	6	9	1	1	557	76	28	53	14	5	553	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	536	50	0	50	50	0	545						
C.	0										25	0	100	0	0	544						
D.	50	0	0	1	100	0	0	0	0	550	25	0	100	0	0	550						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: George B Weatherbee School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 3	3 3	3 3	2 2	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	71 55	66 55	102 69	63 48	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	31 41	29 41	52 71	32 49	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	2 1	6 2	4 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.7	58.5	11.3	56.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.3	52.5	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.4	67.5	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	100	3	3	55	55	41	41	1	1	541	145	2	48	49	1	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	1										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	99	3	3	54	55	41	41	1	1	541	142	2	47	49	1	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	4	21	14	74	1	5	534	38	0	16	79	5	533	2372	0	12	72	16	529
No	81	3	4	51	63	27	33	0	0	543	107	3	59	38	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	100	3	3	55	55	41	41	1	1	541	145	2	48	49	1	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	12	0	0	4	33	8	67	0	0	536	33	0	18	79	3	534	5435	0	32	61	7	535
No	88	3	3	51	58	33	38	1	1	542	112	3	56	40	1	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	100	3	3	55	55	41	41	1	1	541	145	2	48	49	1	540	13967	0	43	52	4	538
Gender																						
Female	39	3	8	20	51	16	41	0	0	543	56	5	52	41	2	542	6750	1	55	43	2	540
Male	61	0	0	35	57	25	41	1	2	540	89	0	45	54	1	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	20	80	0	535	1745	0	26	69	5	534
No	100	3	3	55	55	41	41	1	1	541	135	2	50	47	1	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	18	2	11	14	78	2	11	0	0	548	23	9	70	22	0	546	464	2	74	23	0	545
No	82	1	1	41	50	39	48	1	1	540	122	1	43	54	2	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: George B Weatherbee School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	4	44	5	56	0	0	536	8	0	33	67	0	534	5	0	29	57	14	533
B. less than one hour	71	2	3	40	56	28	39	1	1	542	72	2	48	49	2	540	66	0	44	52	3	538
C. one to two hours	17	1	6	9	53	7	41	0	0	540	17	4	52	44	0	540	26	0	45	52	3	538
D. more than two hours	3	0	0	2	67	1	33	0	0	544	2	0	67	33	0	544	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	31	3	10	21	68	6	19	1	3	546	26	8	68	22	3	544	25	1	54	42	3	540
B. good	39	0	0	19	49	20	51	0	0	539	43	0	45	53	2	539	50	0	46	51	3	538
C. fair	27	0	0	13	48	14	52	0	0	538	28	0	34	66	0	537	22	0	29	65	6	535
D. poor	3	0	0	2	67	1	33	0	0	543	3	0	40	60	0	537	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	22	0	0	10	45	12	55	0	0	537	22	0	39	61	0	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	52	2	4	32	63	17	33	0	0	543	56	3	53	43	1	541	65	0	45	52	3	538
C. easier than my regular schoolwork	26	1	4	12	48	11	44	1	4	540	23	3	44	50	3	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	542	50	0	50	50	0	539						
C.	0										25	0	0	100	0	536						
D.	50	0	0	0	0	1	100	0	0	532	25	0	0	100	0	532						